

# About The New England Common Assessment Program



This report highlights results from the Fall 2011 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.

Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

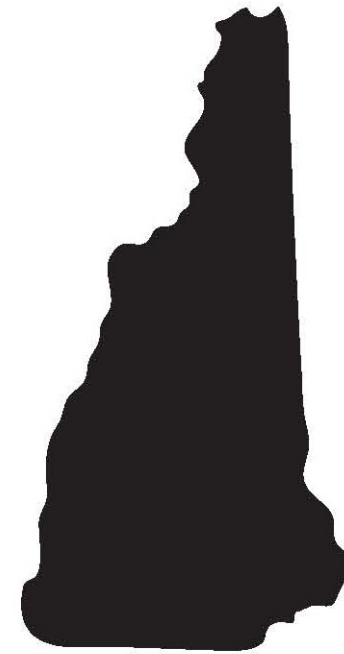
NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



## Fall 2011 Beginning of Grade 4 NECAP Tests

Grade 4 Students in 2011-2012

## State Results

**State:** New Hampshire



# Fall 2011 - Beginning of Grade 4 NECAP Tests

## Grade 4 Students in 2011-2012

### Grade Level Summary Report

State: New Hampshire

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1							14,236									100		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
With an approved accommodation							13,995	14,019								98	98	
Current LEP Students							3,461	3,459								25	25	
With an approved accommodation							333	357								2	3	
IEP Students							216	240								65	67	
With an approved accommodation							1,918	1,919								14	14	
Students not tested in NECAP							1,622	1,623								85	85	
State Approved							241	217								2	2	
Alternate Assessment							198	181								82	83	
First Year LEP							158	158								80	87	
Withdrew After October 1							19	0								10	0	
Enrolled After October 1							7	9								4	5	
Special Consideration							4	3								2	2	
Other							10	11								5	6	
							43	36								18	17	

### NECAP RESULTS

	State																		
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%	
READING	14,236	198	43	13,995	3,625	26	7,398	53	2,026	14	946	7	448						
MATH	14,236	181	36	14,019	4,085	29	6,638	47	1,982	14	1,314	9	448						
WRITING																			

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



# Fall 2011 - Beginning of Grade 4 NECAP Tests

## Grade 4 Students in 2011-2012

### Reading Results

State: New Hampshire

#### Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 456–480)

#### Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 440–455)

#### Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

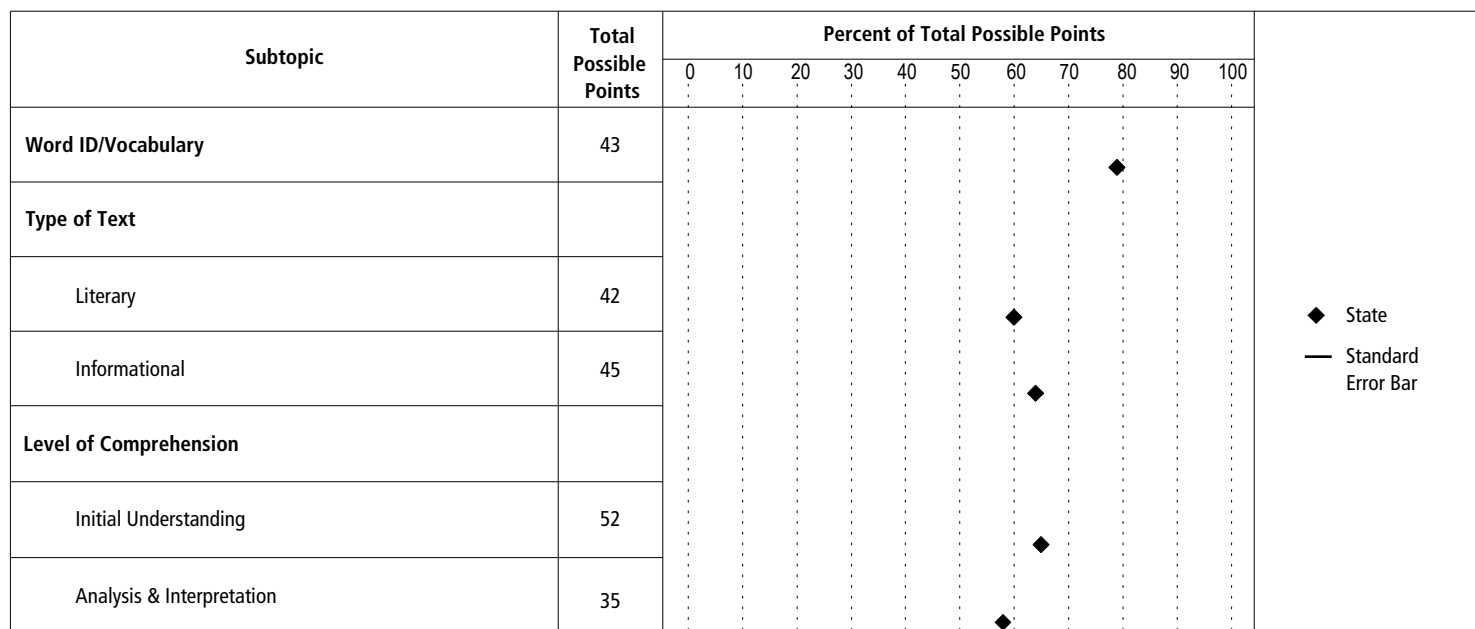
(Scaled Score 431–439)

#### Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 400–430)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>School</b>													
2009-10													
2010-11													
<b>2011-12</b>													
Cumulative													
Total													
<b>District</b>													
2009-10													
2010-11													
<b>2011-12</b>													
Cumulative													
Total													
<b>State</b>													
2009-10	14,615	194	71	14,350	2,929	20	7,960	55	2,239	16	1,222	9	447
2010-11	14,303	220	45	14,038	3,473	25	7,333	52	2,288	16	944	7	449
<b>2011-12</b>	<b>14,236</b>	<b>198</b>	<b>43</b>	<b>13,995</b>	<b>3,625</b>	<b>26</b>	<b>7,398</b>	<b>53</b>	<b>2,026</b>	<b>14</b>	<b>946</b>	<b>7</b>	<b>448</b>
Cumulative													
Total	43,154	612	159	42,383	10,027	24	22,691	54	6,553	15	3,112	7	448





# Fall 2011 - Beginning of Grade 4 NECAP Tests

## Grade 4 Students in 2011-2012

# Disaggregated Reading Results

State: New Hampshire

REPORTING CATEGORIES	State																								
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	14,236	198	43	13,995	3,625	26	7,398	53	2,026	14	946	7	448												
Gender																									
Male	7,355	117	22	7,216	1,446	20	3,930	54	1,236	17	604	8	446												
Female	6,881	81	21	6,779	2,179	32	3,468	51	790	12	342	5	450												
Not Reported	0	0	0	0																					
Race/Ethnicity																									
Hispanic or Latino	627	12	3	612	66	11	311	51	131	21	104	17	442												
Not Hispanic or Latino																									
American Indian or Alaskan Native	40	0	1	39	10	26	20	51	5	13	4	10	446												
Asian	425	12	6	407	130	32	200	49	46	11	31	8	449												
Black or African American	284	8	1	275	38	14	120	44	79	29	38	14	442												
Native Hawaiian or Pacific Islander	12	0	0	12	4	33	5	42	1	8	2	17	446												
White	12,581	163	31	12,387	3,310	27	6,608	53	1,719	14	750	6	448												
Two or more races	0	0	0	0																					
No Race/Ethnicity Reported	267	3	1	263	67	25	134	51	45	17	17	6	448												
LEP Status																									
Current LEP student	365	25	7	333	10	3	107	32	107	32	109	33	434												
Former LEP student - monitoring year 1	177	0	0	177	22	12	112	63	33	19	10	6	445												
Former LEP student - monitoring year 2	45	0	0	45	16	36	21	47	8	18	0	0	451												
All Other Students	13,649	173	36	13,440	3,577	27	7,158	53	1,878	14	827	6	448												
IEP																									
Students with an IEP	2,094	164	12	1,918	79	4	656	34	614	32	569	30	436												
All Other Students	12,142	34	31	12,077	3,546	29	6,742	56	1,412	12	377	3	450												
SES																									
Economically Disadvantaged Students	3,872	81	14	3,777	493	13	1,909	51	846	22	529	14	443												
All Other Students	10,364	117	29	10,218	3,132	31	5,489	54	1,180	12	417	4	450												
Migrant																									
Migrant Students	4	0	1	3																					
All Other Students	14,232	198	42	13,992	3,625	26	7,396	53	2,026	14	945	7	448												
Title I																									
Students Receiving Title I Services	2,971	45	9	2,917	330	11	1,495	51	724	25	368	13	442												
All Other Students	11,265	153	34	11,078	3,295	30	5,903	53	1,302	12	578	5	449												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



# Fall 2011 - Beginning of Grade 4 NECAP Tests

## Grade 4 Students in 2011-2012

# Mathematics Results

State: New Hampshire

### Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 455–480)

### Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 440–454)

### Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

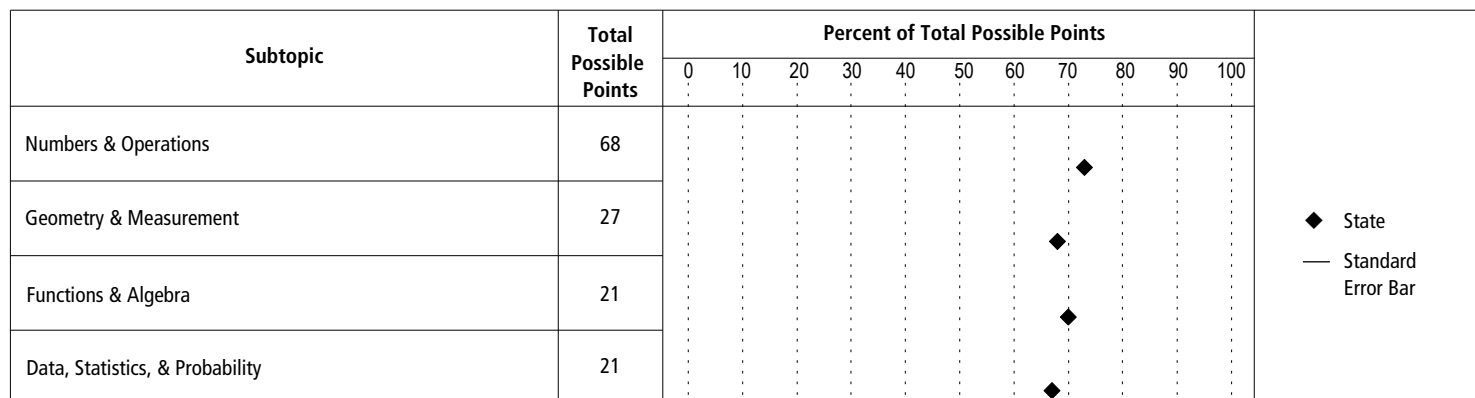
(Scaled Score 431–439)

### Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 400–430)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>School</b>													
2009-10													
2010-11													
<b>2011-12</b>													
Cumulative Total													
<b>District</b>													
2009-10													
2010-11													
<b>2011-12</b>													
Cumulative Total													
<b>State</b>													
2009-10	14,615	174	61	14,380	3,247	23	7,422	52	2,383	17	1,328	9	447
2010-11	14,303	205	39	14,059	3,719	26	6,682	48	2,440	17	1,218	9	447
<b>2011-12</b>	<b>14,236</b>	<b>181</b>	<b>36</b>	<b>14,019</b>	<b>4,085</b>	<b>29</b>	<b>6,638</b>	<b>47</b>	<b>1,982</b>	<b>14</b>	<b>1,314</b>	<b>9</b>	<b>448</b>
Cumulative Total	43,154	560	136	42,458	11,051	26	20,742	49	6,805	16	3,860	9	447





# Fall 2011 - Beginning of Grade 4 NECAP Tests

## Grade 4 Students in 2011-2012

# Disaggregated Mathematics Results

State: New Hampshire

REPORTING CATEGORIES	State																								
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	14,236	181	36	14,019	4,085	29	6,638	47	1,982	14	1,314	9	448												
Gender																									
Male	7,355	112	19	7,224	2,145	30	3,368	47	1,044	14	667	9	448												
Female	6,881	69	17	6,795	1,940	29	3,270	48	938	14	647	10	448												
Not Reported	0	0	0	0																					
Race/Ethnicity																									
Hispanic or Latino	627	8	1	618	89	14	249	40	143	23	137	22	441												
Not Hispanic or Latino																									
American Indian or Alaskan Native	40	0	1	39	10	26	21	54	4	10	4	10	448												
Asian	425	5	2	418	170	41	164	39	43	10	41	10	450												
Black or African American	284	6	1	277	34	12	97	35	62	22	84	30	439												
Native Hawaiian or Pacific Islander	12	0	0	12	5	42	4	33	0	0	3	25	446												
White	12,581	158	30	12,393	3,704	30	5,983	48	1,688	14	1,018	8	448												
Two or more races	0	0	0	0																					
No Race/Ethnicity Reported	267	4	1	262	73	28	120	46	42	16	27	10	447												
LEP Status																									
Current LEP student	365	5	3	357	21	6	103	29	89	25	144	40	435												
Former LEP student - monitoring year 1	177	0	0	177	32	18	87	49	40	23	18	10	444												
Former LEP student - monitoring year 2	45	0	0	45	19	42	21	47	5	11	0	0	453												
All Other Students	13,649	176	33	13,440	4,013	30	6,427	48	1,848	14	1,152	9	448												
IEP																									
Students with an IEP	2,094	163	12	1,919	150	8	654	34	486	25	629	33	437												
All Other Students	12,142	18	24	12,100	3,935	33	5,984	49	1,496	12	685	6	450												
SES																									
Economically Disadvantaged Students	3,872	84	12	3,776	574	15	1,721	46	795	21	686	18	442												
All Other Students	10,364	97	24	10,243	3,511	34	4,917	48	1,187	12	628	6	450												
Migrant																									
Migrant Students	4	0	1	3																					
All Other Students	14,232	181	35	14,016	4,085	29	6,637	47	1,981	14	1,313	9	448												
Title I																									
Students Receiving Title I Services	2,602	39	7	2,556	367	14	1,141	45	572	22	476	19	442												
All Other Students	11,634	142	29	11,463	3,718	32	5,497	48	1,410	12	838	7	449												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.